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FILE

Training 3-2

DD/S 70-3944

05 OCT 1970

MEMORANDUM FOR: Director of Training

SUBJECT : Courses for Young Professionals, Non-Professionals,
and the Support Services Review: Trends and
Highlights

REFERENCES : (a) Memo dtd 28 Aug 70 to DD/S fr D/TR, subj:
Support Services Review: Trends and Highlights

(b) Memo dtd 17 Sept 70 to DD/S fr A-D/TR, subj:
Problem Solving Seminar #5: Young Professionals
and Non-Professionals Courses

1. Your recommendation that attendance at the Support Services Review: Trends and Highlights course be restricted to people of about the same age and grade levels (ref a) is consistent with Seminar #5's recommendation that a Trends and Highlights running be incorporated in the proposed Young Professionals course. I am not in disfavor of special runnings to serve a special purpose even though they are not entirely consistent with the objectives of the Trends and Highlights course when it was created, which were essentially to provide Support careerists who may have been away for some time with an opportunity to catch up; to broaden the exposure of careerists whose recent experiences may have been relatively narrow; and to broaden the acquaintance of participants among other Support Career Services. The purpose is familiarization rather than education. Some variances in age and grade levels can be advantageous in terms of serving these objectives, which I believe continue to be valid and, if they are, should be served nondiscriminately. Nevertheless, I recognize the validity of the points raised in your memorandum (ref a). Perhaps it would serve a useful purpose to conduct the type of assessment you suggest for the October running of the course, even though the makeup of the class follows the same pattern it has in the past. The results of such an assessment could be an additional input to your broader curriculum review.

2. I am willing to accept your suggestion that action be deferred on the Young Professionals course pending further progress on your review and revision

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of the OTR curriculum. I would hope to receive your position on that course in April 1971 along with your views on the Senior Management Seminar (Planning) course, a subject of previous correspondence.

3. I agree with your observation that we need a less demeaning name for the Non-Professionals course. Moreover, we will want to be very cautious in describing and advertising it to avoid any possible inference from being drawn that we are creating or catering to a kind of second or third class citizenry.

4. It may be useful for you to meet with the members of Seminar #5 to discuss some of these matters in terms of your curriculum revision plans.

SIGNED R. L. Bannerman

25X1

R. L. Bannerman
Deputy Director
for Support

Atts: Ref memos

A-EO-DD/S:RHW:es (30 Sept 70)

Rewritten: SOS/DD [] bbt (1 Oct 70)

Distribution:

Orig - Adse w/orig of ea att (DD/S 70-3630 & 70-3857)

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1 - PSS #5 & 6 file (SOS)

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DD/S 70-3630

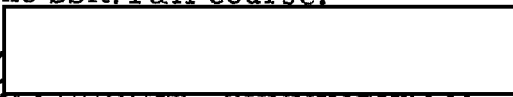
28 AUG 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Support Services Review: Trends and
Highlights Course

1. For some time I have been of the opinion that the Support Services Review: Trends and Highlights course would be more effective if attendance at the various runnings were restricted, on a specified basis, to individuals of approximately the same age and grade levels. Currently, as you know, participants range from GS-09 through GS-15 (except for the limited number of senior secretaries of the Support Services in grades 6, 7, and 8). Thus, there are wide variances in age and experience which frequently lead to discrepancies in interests and values. For example, a young junior-grade officer may not have the same degree of interest in a discussion of retirement benefits as an older officer. Neither, generally speaking, does he have sufficient Agency experience to permit him to appreciate fully some of the higher echelon problems and programs. In such instances, full benefit is not derived from the course, and an extra burden is imposed upon the guest speakers who must, in order to maintain interest, try to avoid talking either "over the heads" or "down" to the members of the class. These observations are based in part upon my participation as a speaker at several runnings of the course and on fairly extensive reviews of the written critiques submitted by the students.

2. So that we may test the feasibility of this proposal, I recommend that we use the course scheduled for 26-30 October as a "special" running for Support Services personnel who are not over 35 years of age. (Office quotas and grade limitations to remain as presently established for this particular running.) If you approve this recommendation the Support School staff will use the occasion to determine - on the basis of student participation during question periods, informal discussions at night with the participants, and their written critiques - whether it would be appropriate to adopt this course of action for future runnings of the SSR:T&H course.


HUGH T. CUNNINGHAM
Director of Training

25X1

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GROUP 1
Excluded from automatic
downgrading and
declassification

SUBJECT: Support Services Review: Trends and Highlights Course

APPROVED:

R. L. Bannerman
Deputy Director
for Support

Date

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DTR-5466

DD/S 70-3852

17 SEP 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Problem Solving Seminar #5: Young Professionals and Non-Professionals Courses

REFERENCE : Your memo dtd 6 Aug 70, subj: Report of Problem Solving Seminar #5

1. This memorandum is in response to your request for thoughts on the effect of the Young Professionals Course and the Non-Professional Course on the Office of Training. I have a recommendation in paragraph 6.

2. Introducing the Young Professionals Course does not represent an additional workload in OTR as much as it represents a possible duplication of on-going courses and an accentuation of compartmentation, -- the latter effect being one Mr. Cunningham would like to see reversed as a result of the review and revision of the OTR curriculum now well underway. The current review is directed at updating courses with reference to the needs of professionals in all Directorates and at all levels. And hopefully, while this is going on OTR will develop a series of "tracks" of training programs suitable for the various types of professionals at the various stages of their careers in the Agency. Until we are further along with these undertakings, I don't think we would want to introduce the proposed Young Professionals Course and I suggest that action on it be deferred.

3. By deferring the proposed course we are not rejecting the intentions of the members of Problem Solving Seminar #5 nor are we short-changing any of our junior Support professionals at this time. OTR has courses in Supervision, Management and Support Services Review:

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GROUP 1
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Trends and Highlights scheduled frequently through June 1971. Training Officers and Career Management Officers could begin now to register in these three courses those young men and women who would have been selected for the Young Professionals Course. If it develops that a tailored version or an additional running of any or all of the three programs is required, OTR will make the necessary arrangements.

4. OTR's instructors must acquire more knowledge of and skill in the gaming technique before introducing it to the degree proposed in the Young Professionals Course. Presently, one of the members of the Management Training Faculty is attending a two-week course at the University of Wisconsin in which gaming is a key element of the discussions. This is a positive step and a beginning of further experiment. In six or eight months we will be in a much stronger position than we are at present to determine how best to use gaming in our courses. At the same time we will also be better qualified to ascertain the need for the services of an outside consultant.

5. I foresee no problems in arranging for the Non-Professional Course and I would suggest that its initial presentation be scheduled for early 1971. (I think, however, that before any formal announcement of the course we assign it a less depreciating name.) There is a possibility that OTR will need an additional instructor, Grade GS-07, for the Administrative Training staff of the Support School, particularly if enrollments are of such number that we would have to schedule frequent runnings.

6. I recommend that action on the Young Professionals Course be tabled until early in FY 1972 and that OTR initiate the necessary action now so as to be prepared to present the first running of the Non-Professional Course in February 1971.

[Redacted Signature Box]

Alfonso Rodríguez
Acting Director of Training

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28 September 1970

NOTE FOR: Mr. Coffey

SUBJECT : 26 October Running of Trends &
Highlights

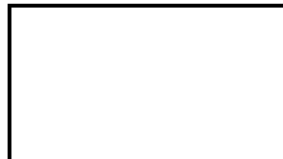
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 called this a.m., inquiring about OTR paper suggesting October T&H for age 35 or under.

Chick needs the word by Wednesday this week if the October running is to be a special one.

There are 12 to 15 people already enrolled for October. Some of them are over 35 and will have to be dropped if we go through with the special running.

Next running is in December.



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21 September 1970

NOTE FOR: Mr. Bannerman via Mr. Coffey via Mr. Wiltse ^W

SUBJECT : Seminar #5
Young Professionals and Non-Professionals Course

1. OTR has responded to your request for their thoughts on the proposed courses, i.e., workload, content, gaming and scheduling.

a. The Young Professionals Course

Seminar #5 proposed a course to include:

Trends and Highlights
Supervision/Management/Grid experiences
Gaming exercises in individual office problems and
world-wide (Headquarters and Field) problems

OTR recommends that action on this course be deferred until early in FY 1972 pending continuation of the review and revision of OTR curriculum now in process.

OTR states that the course poses no additional workload but does represent possible duplication of on-going courses and accents compartmentation.

As to the gaming, OTR feels that they must know more about the technique which they expect to be the case in 6-8 months.

I recommend that the DD/S defer the action until April 1971 (7 months) and handle in same fashion as the OTR memo on the Senior Management Seminar (Planning) on which you noted, "Review the position in April 1971 and report to the DD/S."

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b. The Non-Professionals Course

OTR sees no problems; recommends first running in February 1971. They feel, however, that they will need an additional Instructor.

I recommend your approval of the timing -- with the stipulation that there will be no increase in ceiling.



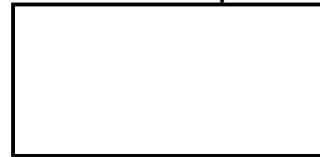
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2 September 1970

NOTE FOR: Mr. Bannerman via Mr. Coffey,



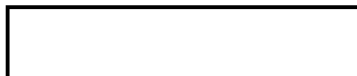
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DTR is proposing a special running in October of T & H, limiting student age to 35 max. He feels that a "wide variance in age and experience -- lead to discrepancies in interests and values." Personally, I think that is a "plus."

Experimentation is a good thing and hopefully leads to improvement and attainment of course objectives. However, T & H is not intended to be a hard learning/training experience. The objectives are to learn about other components and to get to know the other fellow, i.e., informational and "mixing." An age limitation would inhibit, not enhance, the attainment of the Directorate objective.


Per para 1, it appears that DTR is also considering grade-group restrictions in the future. This would mean a further loss of what I think is a desirable "mix."

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and myself have attended the course and see no advantage to imposing limitations on age/grade factors.

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 has suggested that the September class might be asked for their opinions on limiting the age of attendees.

I recommend disapproval -- or at least postponement of decision if you buy the proposal of canvassing opinions of the September class.



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SUPPORT SERVICES REVIEW: TRENDS AND HIGHLIGHTS

This four and one half day course, given [redacted] is for professional careerists in the Support Services in grades GS-09 through GS-15. (To assure a continuing input of women into the course, exceptions will be made on an individual basis to accommodate senior secretaries in grades GS-06, 07, and 08 from Offices and Divisions of the Support Services.) Developed at the specific request of the Deputy Director for Support, it is intended to accomplish two major objectives: to permit persons from the different Offices to learn more about components other than their own; and to permit persons from the different Offices to get to know one another personally.

Participants are exposed to aspects of Agency support activity, and attention is centered on significant trends and developments in the Support Services rather than on organization and mission. Senior officers from the major elements present their respective subjects, including presentations on automatic data processing, records management, and planning, programming and budgeting. A special feature is a demonstration of communications equipment and research and a visit to the Agency Records Center.

Enrollment is limited to forty-eight from the Support Services. In addition, two spaces each are allotted to the other Directorates.

CLERICAL TRAINING

The Clerical Training Faculty has responsibility for three instructional programs: Induction Training, given to employees at the time of entrance on duty with the Agency; Orientation Training, given after Induction classes have been completed and immediately preceding Agency assignment; and Refresher Training, available at any time it is required after employees are assigned to an Agency office. Although attendance in the Induction and Orientation classes is included in the regular entry-on-duty routine and no individual action is necessary to effect registration, admission to Refresher Training classes requires the submission of a "Request for Internal Training."

INDUCTION TRAINING

Induction Training is given weekly and stresses speed development and remedial work in shorthand and typewriting for those who fail to meet the Agency's standards in these skills. This training includes a review of English grammar and punctuation, a survey of certain geographical, political, and economic aspects of areas in Europe and Asia

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Support Services Review: Trends and Highlights

FROM:

Director of Training
819, 1000 Glebe

EXTENSION

NO.

DD/S76-3630

DTR-5400

DATE

28 AUG 1970

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TO: (Officer designation, room number, and building)

DATE

OFFICER'S
INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

RECEIVED FORWARDED

1. Deputy Dir. for Support
7D-26, Hdqrs. Bldg.

2. AC/805/DDS

② Pls see my attached
note -

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1 Sept 1970

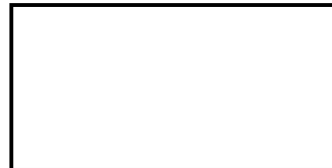
Don:

We have not traditionally restricted our selection on the basis of a GS-15 cut off. For example, we have scheduled  for the September running of this Course.

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The obvious benefit that will be gained by the speakers being able to address a more uniformly informed group, by setting an age limitation, may be offset by the loss of the less obvious benefit that derives from random mixing of our personnel. The random mixing gives personnel at all age and grade levels some insights into the interests, concerns and misconceptions that sometimes exists at the different levels. This is the only course I am aware of that provides this opportunity.

While the only way to find out if the Course can be made more "effective" is by experimenting in the fashion suggested by the D/OTR we should be aware that not all the "effectiveness" of the course need be measured strictly in terms of the information content.



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DD/S REGISTRY

FILE

Training 3-2

DD/S 70-3249

06 AUG 1970

MEMORANDUM FOR: Director of Training

SUBJECT : Report of Problem Solving Seminar #5

1. Concerning Group #5's recommendations for the Young Professional Course and the Non-Professional Course, would you please provide me with your initial thoughts on the additional load on OTR, course content, including the gaming/consultant aspect and scheduling. We all recognize the experimental flavor of the first runnings of these courses. Experience may well indicate change and modifications in our initial offerings.

2. Following your reply to above, I will ask Group #5 to meet with you, the appointed STO and the CTO's for a broad discussion on both courses.

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R. L. Bannerman
Deputy Director
for Support

SOS/DD/S/  rb (4 Aug 70)

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1 - DD/S Subject

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DD/S REGISTRY

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FILE *Training 3-2*

DD/S 70-3031

27 JUL 1970

MEMORANDUM FOR: Director of Communications
Director of Finance
Director of Logistics
Director of Medical Services
Director of Personnel
Director of Security
Director of Training

SUBJECT : Problem Solving Seminar #5

1. Attached is a copy of subject report, briefed to me on 22 July 1970, which I will discuss at a future Staff Meeting.

2. I consider this an excellent report and have accepted all the recommendations for implementation subject to any qualifications that we may agree to when we meet to discuss this matter. The Group has been kept intact to assist me and the appropriate Office Heads and their representatives in the implementation of the recommendations.

SIGNED R. L. Bannerman

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R. L. Bannerman
Deputy Director
for Support

Attachment

SOS/DD/S brb (23 July 70)

Rewritten:DD/S:RLB:ng (24 July 70)

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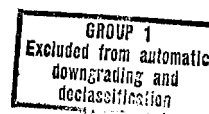
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1 - SOS Chrono w/o att.

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DD/S 70-3031

MEMORANDUM FOR: Director of Communications
Director of Finance
Director of Logistics
Director of Medical Services
Director of Personnel
Director of Security
Director of Training

SUBJECT : Problem Solving Seminar #5

1. Attached is a copy of subject report, briefed to me on 22 July 1970, which I will discuss at a future Staff Meeting.

2. I consider this an excellent report and have accepted all the recommendations for implementation ~~without delay~~. The Group has been kept intact to assist me and the appropriate Office Heads and their representatives in the implementation of the recommendations.

*subject to any qualifications
that we may agree to when
we meet
to discuss
this matter.*

R. L. Bannerman
Deputy Director
for Support

Attachment

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PROBLEM SOLVING SEMINAR #5



22 - 26 JUNE 1970

PROBLEM STATEMENT: IN WHAT WAYS CAN OFFICE OF TRAINING
COURSES OR PROGRAMS BE MORE RESPONSIVE
TO THE FUTURE NEEDS OF THE SUPPORT
DIRECTORATE?

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COMMUNICATIONS
FINANCE
LOGISTICS
MEDICAL SERVICES
PERSONNEL
SECURITY
TRAINING
S CAREER SERVICE

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I. INTRODUCTION

TOWARD THE ACCOMPLISHMENT OF OUR TASK, WE EIGHT ENDEAVORED TO EXPLOIT TRAINING AND EDUCATIONAL EXPERIENCES, IDEAS, OPINIONS AND PROBLEMS UNIQUE TO EACH OF US IN HIS CAREER AS A SUPPORT OFFICER. SOMETHING SYNERGISTIC DID IN FACT OCCUR, AND WE BELIEVE OUR PRODUCT IS GOOD AND IN KEEPING WITH OUR ORIGINAL CHARGE. SPECIFICALLY, WE OFFER RECOMMENDATIONS AND SUGGESTIONS ON THE FOLLOWING:

...ORGANIZATIONAL CONSIDERATIONS REGARDING ROLES OF THE SENIOR TRAINING OFFICER AND THE COMPONENT TRAINING OFFICER AND RELATIONSHIPS BETWEEN THE OFFICE OF TRAINING, THE SENIOR TRAINING OFFICER AND THE COMPONENT TRAINING OFFICER.

...THE ESTABLISHMENT OF A "CREATIVE RESOURCE" MECHANISM UNDER THE DIRECTOR OF TRAINING.

...TWO TRAINING COURSES: A NEW COURSE FOR SUPPORT DIRECTORATE CLERICALS AND A REFURBISHMENT OF THE SUPPORT SERVICES CT COURSE FOR A BROADER GROUP OF YOUNG PROFESSIONALS IN THE SUPPORT DIRECTORATE.

...A SKILLS TRAINING COURSE IN BEGINNING TYPING AND/OR SHORTHAND, IF DETERMINED BY A SURVEY, TO BE WARRANTED BY AGENCY NEED AND EMPLOYEE INTEREST.

...TRAINING POLICY WITH PARTICULAR REGARD TO EXTERNAL TRAINING.

...TRAINING DESIGNS: "MORE WITH LESS."

II. RECOMMENDATIONS

A. ORGANIZATIONAL CONSIDERATIONS: THE DEGREE TO WHICH OTR TRAINING REMAINS RESPONSIVE TO FUTURE NEEDS OF THE SUPPORT DIRECTORATE IN GREAT MEASURE DEPENDS UPON THE INTERACTION BETWEEN THE SENIOR

OFFICE OF TRAINING. THE FOLLOWING RECOMMENDATIONS ARE OFFERED IN THE INTEREST OF CREATING AN ORGANIZATIONAL ENVIRONMENT WITHIN WHICH INTERACTION MAY DEVELOP IN A CREATIVE, ECONOMIC AND PURPOSEFUL MANNER.

1. SENIOR TRAINING OFFICER

- A. THAT THE STO ESTABLISH CLOSER LIAISON WITH CTO'S AND OTR.
- B. THAT THE STO SCHEDULE PERIODIC MEETINGS WITH ALL CTO'S AND REPRESENTATIVES OF OTR.
- C. THAT THE STO, TOGETHER WITH CTO'S STREAMLINE PROCEDURES RELATED TO NOMINATIONS FOR TRAINING SELECTION BOARD PROGRAMS (E.G., SENIOR SERVICE SCHOOLS).
- D. THAT THE STO ATTEND TRAINING SELECTION BOARD MEETINGS IN THE ROLE OF OBSERVER.

2. COMPONENT TRAINING OFFICERS

- A. THAT THE CTO PLACEMENT IN OFFICE ORGANIZATION REFLECT THE CTO FUNCTION AS ONE WHICH IS VITAL TO THE ATTAINMENT OF COMPONENT GOALS AND OBJECTIVES.
- B. THAT A CLOSER RELATIONSHIP EXIST BETWEEN CTO'S AND CAREER SERVICE BOARDS IN ORDER THAT MAXIMUM TRAINING GUIDANCE MAY BE PROVIDED IN MATTERS OF CAREER DEVELOPMENT.
- C. THAT THE CTO PERIODICALLY SURVEY HIS OFFICE TO IDENTIFY TRAINING PROBLEMS, TRENDS AND FUTURE REQUIREMENTS, AND TO COMMUNICATE THESE FINDINGS TO HIS OFFICE HEAD AND TO OTR THROUGH THE STO AS APPROPRIATE.
- D. THAT THE CTO BE ENCOURAGED TO DEVELOP HIS PROFESSIONAL SKILLS BY PERIODICALLY ATTENDING TRAINING CONFERENCES AND SEMINARS, AND BY HOLDING MEMBERSHIP IN PROFESSIONAL TRAINING SOCIETIES.

3. CREATIVE RESOURCE MECHANISM: WE RECOMMEND THAT A MECHANISM BE ESTABLISHED TO PROVIDE THE DIRECTOR OF TRAINING WITH A "CREATIVE RESOURCE" FOR:
- A. IDENTIFYING CURRENT AND LONG-RANGE AGENCY TRAINING NEEDS.
 - B. PROVIDING INFORMATION CONCERNING THE DEVELOPMENT OF NEW TRAINING PROGRAMS AND OPPORTUNITIES IN GOVERNMENT, INDUSTRY, AND ACADEMIA.
 - C. MONITORING EXPERIMENTAL WORK IN TRAINING METHODOLOGY, TECHNIQUES AND EVALUATION.
- B. TRAINING DESIGNS ("MORE WITH LESS"): IN THE SPIRIT OF ACCOMPLISHING MORE WITH LESS AS IN REACHING LARGER AUDIENCES OR IN MAKING AVAILABLE MORE DIVERSIFIED AND TAILORED TRAINING EXPERIENCES IN AN ERA OF TIGHT BUDGETS AND INCREASING TRAINING REQUIREMENTS, WE OFFER THE FOLLOWING RECOMMENDATIONS:
- 1. THAT LIBERAL USE BE MADE OF TRAINING MODULES RESPONSIVE TO THE PECULIAR REQUIREMENTS OF INDIVIDUAL ORGANIZATIONAL UNITS AS TO SUBSTANCE, TIME AND PLACE. THE ABBREVIATED INTRODUCTION TO THE INTELLIGENCE COURSE OFFERED TO CENTRAL DEPOT AND PRINTING SERVICES 25X1 DIVISION PERSONNEL IN FULFILLMENT OF AGENCY REGULATION IS A PARTICULARLY NOTEWORTHY EXAMPLE OF THIS CONCEPT IN TRAINING DESIGN.
 - 2. THAT GREATER USE BE MADE OF OTR AS A CENTRAL REPOSITORY OF EDUCATIONAL AND TRAINING MATERIALS.
 - 3. THAT INCREASED USE BE MADE OF AUDIO-VISUAL HARD- AND SOFT-WARE. AS AN ILLUSTRATION, WE FEEL THAT CLOSED-CIRCUIT TV AND VIDEO-TAPE FACILITIES MAY BE EXPLOITED MORE PROFITABLY IN THE AGENCY.

A VALUABLE UNDERTAKING WOULD BE THE VIDEO-RECORDING OF

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PRESENTATIONS BY OUTSTANDING LECTURERS AND DISTINGUISHED
PANELS FOR LATER SHOWING.

4. THAT CTO'S AND OTR STAFFERS BE ENCOURAGED TO SHOW MORE FLEXIBILITY
WITH REGARD TO THE EXCHANGE OF TRAINING PARAPHERNALIA AND TO
UNDERTAKE SELECTED ELEMENTS OF ONE ANOTHER'S WORK.

C. COURSE RECOMMENDATIONS

1. YOUNG PROFESSIONAL COURSE (SUPPORT)

- A. NEED - AT A RELATIVELY EARLY POINT IN THEIR CAREERS, PROFESSIONALS
WHO HAVE DEMONSTRATED POTENTIAL FOR ADVANCEMENT SHOULD BE
AFFORDED RECOGNITION FOR THEIR ACHIEVEMENTS AND PROVIDED BOTH
THE INCENTIVE AND OPPORTUNITY FOR FURTHER DEVELOPMENT. A
YOUNG PROFESSIONALS COURSE WOULD:
- PROVIDE YOUNG PROFESSIONALS WITH NEW EXPERIENCES AND
CAPABILITIES MUTUALLY ADVANTAGEOUS TO THEM AND TO THE AGENCY;
 - CREATE AN ATMOSPHERE WHICH MANIFESTS THE CONCERN OF THE DDS
WITH THE PROGRESS OF YOUNG PEOPLE IN HIS AREA;
 - FURTHER AN APPRECIATION BY YOUNG PROFESSIONALS OF THEIR
CONTRIBUTIONS TO OBTAINMENT OF AGENCY AND DDS MISSIONS AND
GOALS.
- B. SELECTION - TWO CLASSES SHOULD BE CONDUCTED EACH YEAR, TO
ACCOMMODATE ABOUT 70-80 STUDENTS AND CONSISTING OF DDS CAREERISTS
WHO ARE:
- NORMALLY IN THE GRADES GS-7 THROUGH GS-12 AND POSSESS BETWEEN
2-4 YEARS OF AGENCY SERVICE;
 - NOMINATED BY THEIR OFFICE HEAD WITHIN OFFICE QUOTAS ALLOCATED
BY THE DDS.

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- C. CONTENT - TRAINING CONTENT SHOULD PROVIDE FOR AN INCREASED FAMILIARIZATION WITH DDS OBJECTIVES AND PROGRAMS, MANAGEMENT TRAINING, TEAMWORK PARTICIPATION, AND EXPERIENCE IN SOLVING PRACTICAL PROBLEMS WITHIN THE SUPPORT SERVICES. ACCORDINGLY, THE RESULTANT PACKAGE SHOULD CONTAIN THE FOLLOWING:
- SUPPORT SERVICES REVIEW - TRENDS AND HIGHLIGHTS;
 - MANAGERIAL GRID OR SUPERVISION/MANAGEMENT OR OTHER MANAGEMENT TRAINING EXPERIENCE;
 - SUPPORT SIMULATION (GAMING) IN PROBLEMS APPLICABLE TO INDIVIDUAL OFFICES;
 - SUPPORT SIMULATION IN A WORLDWIDE MOCK-UP (HEADQUARTERS AND FIELD) OF GAMING SITUATIONS APPLICABLE TO THE SEVERAL OFFICES.
- D. TIME - FOUR WEEKS.
- E. IMPLEMENTATION OF SIMULATION - WE RECOMMEND THAT CONSIDERATION BE GIVEN TO EMPLOYMENT OF A CONSULTANT TO WORK WITH THE INTERESTED OFFICIALS, BOTH IN OTR AND THE OFFICES IN THE DEVELOPMENT OF THE SIMULATIONS.

2. POST-EOD NON-PROFESSIONAL COURSE (SUPPORT)

- A. NEED - WE RECOGNIZE THE NEED TO ENHANCE THE TRAINING OPPORTUNITIES NOW AVAILABLE TO YOUNG NON-PROFESSIONALS. AS IN THE CASE OF YOUNG PROFESSIONALS, THE ASPIRATIONS OF YOUNG CLERICALS AND OTHER NON-PROFESSIONALS TO FEEL PERSONALLY AND INTEGRALLY INVOLVED IN THE SUCCESS OF THEIR OFFICES AND TO BETTER COMPREHEND HOW SUCH ACTIVITIES FIT INTO THE LARGER DIMENSION OF DDS PURPOSES SHOULD BE ACKNOWLEDGED AND ENCOURAGED THROUGH A POST-EOD NON-PROFESSIONAL COURSE. SPECIFIC PURPOSES OF THE COURSE SHOULD

INCLUDE:

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- PROVIDING INCREASED KNOWLEDGE ABOUT THE SUPPORT SERVICES;
 - FAMILIARIZING STUDENTS WITH DDS-WIDE ADMINISTRATIVE METHODS AND STANDARDS;
 - REVIEWING CERTAIN FACETS OF TRAINING RECEIVED IN INITIAL CLERICAL TRAINING;
 - EXAMINING PERSONAL AND INTERPERSONAL WORK CONCERNS.
- B. TRAINING AND ELIGIBILITY - APPROXIMATELY 6 TO 8 MONTHS AFTER AN INDIVIDUAL'S ASSIGNMENT FROM THE POOL TO AN OFFICE, HE OR SHE WOULD BE ELIGIBLE FOR COURSE PARTICIPATION AS DETERMINED BY THE INDIVIDUAL OFFICE. FINAL DETERMINATION OF ELIGIBILITY CRITERIA AND THE KINDS OF NON-PROFESSIONALS THAT SHOULD BE INCLUDED WITHIN THE PROGRAM SHOULD BE RESOLVED AND ANNOUNCED FOLLOWING ONE OR TWO PILOT RUNNINGS.
- C. CONTENT - THE COURSE SHOULD BE DIVIDED INTO TWO PHASES, WITH ATTENDANCE OF INDIVIDUAL EMPLOYEES IN PHASE I, PHASE II, OR BOTH, AS INDICATED BY THE REQUESTING OFFICE. SPECIFIC ELEMENTS RECOMMENDED ARE:

PHASE I

- ORGANIZATION AND PRINCIPAL ACTIVITIES OF THE SUPPORT SERVICES AND SIGNIFICANT RELATIONSHIPS WITH OTHER DIRECTORATES (BY OTR);
- PRESENTATION BY INTELLIGENCE AND WORLD AFFAIRS SCHOOL (BY OTR);
- OPPOSITION INTELLIGENCE SERVICES (BY OS);
- DISCUSSION OF PERSONAL CONCERNS, PROBLEMS OF INITIAL AGENCY AND COMMUNITY ADJUSTMENT, AND EMPLOYEES' SERVICES AND BENEFITS (BY PANEL CONSISTING OF OTR, OP, OS, OMS).
- SEMINAR ON INTERPERSONAL RELATIONS;

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PHASE II

- SEMINAR REFRESHER ON TELEPHONE MANNERS AND UNIFORM METHODS AND STANDARDS IN OFFICE PROCEDURES AND CORRESPONDENCE (BY A PANEL OF SENIOR SECRETARIES FROM DDS);
- BREAKOUT INTO OFFICE GROUPS FOR FURTHER DETAILED DISCUSSION WITH SENIOR SECRETARIES;

D. TIME - THREE DAYS.

E. COURSE DEVELOPMENT - PLANNING, EXECUTION AND REVIEW SHOULD BE A JOINT EFFORT OF THE STO, CTO'S AND OTR.

3. BEGINNING TYPING AND SHORTHAND TRAINING

- A. NEED - ADVANCEMENT BY MANY OF OUR CLERICAL PERSONNEL IS PRECLUDED BY LACK OF ESSENTIAL SKILLS IN TYPING AND/OR SHORTHAND. TO THE EXTENT THAT THESE SKILLS CAN BE DEVELOPED THE AGENCY'S INTERESTS ARE LIKEWISE SERVED.
- B. PROPOSAL - IF AN OTR SURVEY INDICATES SUFFICIENT AGENCY NEED AND EMPLOYEE INTEREST, A POLICY SHOULD BE ESTABLISHED TO PERMIT THE FOLLOWING:
 - TEACH BEGINNING TYPING AND SHORTHAND TO CLERICAL EMPLOYEES WITH GOOD PERFORMANCE RECORDS (NO MINIMAL SKILLS REQUIRED);
 - OFFICE AUTHORIZATION OF EXTERNAL TRAINING.

4. MANAGEMENT PLANNING COURSES - AM(P) AND SM(P)

RECOMMEND DISCONTINUANCE OF THE SM(P) COURSE, AND THAT ONE COURSE IN AM(P) BE GIVEN FOR GS-12 AND ABOVE. THIS MOVE WILL INCREASE THE OPPORTUNITIES FOR GROUP INTERACTION OF OFFICERS AT DIFFERENT GRADE LEVELS.

NOTE: CONTENT OF PRESENT COURSES ARE IDENTICAL. WE SEE NO NEED FOR

D. TRAINING POLICY CONSIDERATIONS

1. EXTERNAL TRAINING - ACKNOWLEDGING THE EXISTING POLICIES CONCERNING EXTERNAL TRAINING AND ITS USE, WE FEEL THAT EVEN GREATER EMPHASIS SHOULD BE PUT ON THE OPPORTUNITIES, AVAILABILITY AND USE OF EXTERNAL TRAINING. WE RECOMMEND:

- A. THAT A MEMORANDUM BE SENT BY THE DDS TO HIS OFFICE HEADS ESTABLISHING UNIFORM GUIDELINES AND ENCOURAGING THE CAREER BOARDS AND CTO'S TO ACTIVELY PROMOTE EXTERNAL TRAINING FOR CAREER DEVELOPMENT.
- B. THE ENCOURAGEMENT OF SHORT-TERM DAYTIME (FULL OR PART TIME) TRAINING AT THE ACCELERATED SUMMER SESSIONS AT THE LOCAL COLLEGES (E.G., GEORGE WASHINGTON UNIVERSITY, AMERICAN UNIVERSITY, UNIVERSITY OF MARYLAND, GEORGETOWN AND GEORGE MASON).
- C. THAT THE USE OF CORRESPONDENCE COURSES BE ENCOURAGED FOR CAREER DEVELOPMENT. THIS IS ESPECIALLY IMPORTANT IN THOSE SITUATIONS WHERE OTHER EDUCATIONAL MEDIUMS ARE NOT AVAILABLE (E.G., WHEN AN EMPLOYEE IS ON AN OVERSEAS TOUR).
- D. THE ENCOURAGEMENT OF LIBERAL POLICY CONCERNING OFFICE APPROVALS FOR SUBSCRIPTIONS TO PROFESSIONAL JOURNALS, MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS AND ATTENDANCE AT VARIOUS SEMINARS, WORKSHOPS AND CONVENTIONS.
- E. THAT THE CTO ASSURE RECOGNITION FOR SUCCESSFULLY COMPLETED EXTERNAL TRAINING BY REMINDING ALL PERSONNEL TO REPORT SUCH TRAINING TO HIS OFFICE.

2. SABBATICALS - CONSIDER WIDER USE OF FULL-TIME ATTENDANCE AT LOCAL

COLLEGES AND UNIVERSITIES IN STUDENT, RESEARCH OR TEACHER CAPACITIES. THIS ACADEMIC EXPERIENCE NEED NOT BE IN JOB OR CAREER RELATED FIELDS. EMPLOYEES, OTHERWISE ELIGIBLE, SHOULD BE CONSIDERED FOR THESE SABBATICALS UP THROUGH THEIR 55TH YEAR.

3. ENROLLMENT ELIGIBILITY - FOR ENROLLMENT IN OTR COURSES, WE RECOMMEND THAT FULL CONSIDERATION BE GIVEN TO AN EMPLOYEE'S PRESENT OR ANTICIPATED FUNCTION/ASSIGNMENT AND THAT THE DECISION NOT BE BASED SOLELY ON HIS CAREER DESIGNATION (E.G., SECURITY OFFICERS ARE NOT ACCEPTED FOR ENROLLMENT IN THE OPERATIONS FAMILIARIZATION COURSE OR THE CI OPERATIONS COURSE).

III. CONCLUSIONS

IMPLICIT IN OUR RECOMMENDATIONS ARE THE BASIC CONSIDERATIONS OF VERTICAL AND HORIZONTAL COMMUNICATIONS, TEAMWORK, AND TRYING TO DO MORE WITH LESS. WE BELIEVE OUR IDEAS ARE RELEVANT AND SALABLE. WE MAY HAVE PROVIDED SUPPORT FOR PLANS AND PROJECTS ALREADY IN EXISTENCE. SOME OF OUR PROPOSALS HAVE AGENCY-WIDE RAMIFICATIONS. WE HAVE CHOSEN NOT TO SECOND GUESS OR BELABOR THEM IN THE BELIEF THAT ADOPTION FIRST IN OUR DIRECTORATE WOULD DELIMIT UNFORESEEN PROBLEMS AND ASSURE OUR CONTROL AND ABILITY TO EVALUATE THESE PROPOSALS DURING THE INITIAL PERIOD OF TESTING AND POLISHING.

IN LIGHT OF RAPID CHANGES IN TRAINING TECHNOLOGY AND AGENCY NEEDS, THIS SEMINAR TOPIC COULD BE PROFITABLY REVISITED IN TWO OR THREE YEARS BY ANOTHER SUPPORT GROUP - PERHAPS AT THE GS-12 OR GS-11 LEVEL, THUS PROVIDING ADDED INGREDIENTS OF A YOUNGER AND MORE JUNIOR VIEW OF THE PROBLEM, OR PERHAPS THE TOPIC MIGHT BE PROFITABLY REVIEWED BY A GROUP COMPOSED OF THE CTO'S.

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